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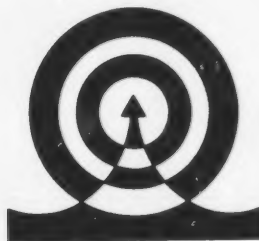
ABSTRACT

Project QUEST (Quarters for Utilizing Educational Services for Teachers) was developed in 1976 for the Frederick Douglass High School in Baltimore, Maryland. Its purposes were to strengthen staff abilities, enrich the school program, and improve the working and learning climates of the school, which were suffering from low staff morale. QUEST was staffed by Douglass teachers, who planned and organized activities for the three years of the projects' duration. A resource center, called "the Place," was established, and arrangements were made for implementing various types of sessions to suit faculty needs and schedules. Ongoing documentation, dissemination, and evaluation activities were vital to the project. The significant effects of QUEST included improved teacher and student morale and the provision of a frequently-used forum for professional growth. This report includes a plan for the development and implementation of a school-based teacher education program in chart form, giving suggested activities, personnel involved, and methods. Appendices provide examples of flyers and forms, lists of QUEST activities from 1976 to 1979, and a QUEST newsletter. (FG)

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The QUEST Concept: A Handbook on Planning and Implementation



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A Teacher Preparation Project

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Preface

During a three year period (1976-1979), the Frederick Douglass High School, Baltimore, Maryland, housed a unique project that was designed to provide in-service activities and resources for its professional staff. Through a process of evaluation, the project *A Teacher Preparation Program for Douglass High School* became known as Project QUEST (Quarters for Utilizing Educational Services to Teachers). Through QUEST, in-service training opportunities were made available to staff members at various times and locations both in and outside of school and during and after school hours. QUEST's program sought to provide activities and services that would enhance the educational climate of Douglass High School and recognize the teacher as an important contributor to the school's environment.

This publication has been prepared by Jewel Churn, Anna Esquela, and Rita Crooms, faculty liaison members, and Patelle Harris, Project Facilitator for QUEST, for the following purposes: to present a descriptive guide for the development and implementation of this project model and to provide a narrative of the growth and development of QUEST from the perspective of its planners, implementors, and clientele. Maxine J. Wood, Coordinator, Program Liaison Office, and primary developer of the QUEST concept, provided editorial support in the preparation of this document.

Introduction

Project QUEST, funded by ESEA, Title IV, was written and developed especially for Frederick Douglass High School, Baltimore, Maryland. Members of the staff and administration responded to a needs assessment survey designed to identify areas of teacher interest and concern regarding personal and professional development. The results of this instrument were tabulated and directed to the Baltimore City Public Schools' Project Development Office whose responsibility it was to design the Teacher Preparation Program.

The Maryland State Department of Education had identified staff development as one of its priorities for funding during the 1975-76 school year. The interest and concerns reflected in the needs assessment survey supported the belief that Douglass High School could benefit from a staff development program.

Douglass High School was selected as the site of the teacher preparation program for several reasons. Pupil and teacher transfers had affected student population, staffing, morale, and overall performance. In addition, several unusual changes in the school's administration necessitated critical adjustments for school personnel. The need existed to orient and motivate administrators, many new staff members, and newly-transferred students to the philosophy, personality, and concept of the school. Hence, Douglass seemed the appropriate site for a program that would be an agent of change. Change was to have been brought about through the improvement of leadership/management skills, the enhancement of interpersonal relations, and the provision of a setting for problem-solving.

The basic purposes of this project were to strengthen staff abilities, to enrich the school program, and to improve the working/learning climate of the school. The title "QUEST" (Quarters for the Utilization of Educational Services to Teachers) was decided upon by the

team of nine persons (the facilitator and eight faculty liaisons) who worked during the summer of 1976 to ready the project for implementation.

Background—Douglass Senior High School

Frederick Douglass High School, founded in 1885, has a rich heritage. Alumni include an associate justice of the U.S. Supreme Court, a U.S. congressman, a judge of the Maryland Court of Appeals, three state senators, numerous state and city legislators, physicians, lawyers, judges, school teachers and administrators, actors, musicians, professional athletes, successful parents and homemakers, and many other productive residents of the state and nation.

Douglass has been designated by the Board of School Commissioners as a "zoned comprehensive" high school and offers both college and job preparatory programs. The school offers courses in vocal and instrumental music as well as programs for those interested in pursuing music careers and those desiring to pursue music majors in college. Although Douglass emphasizes music education, stress is also placed on providing a meaningful curriculum and adequate learning environment for all students. The total student population for the 1978-1979 school year was 1,598. They were served by a professional staff of eighty-eight.

During the implementation and operation of Project QUEST at Frederick Douglass High School, a variety of activities and services were offered to support the professional and personal growth of teachers. It is believed that the direct involvement of teacher participants in such a project may have indirect impact on the students with whom they work. It is likewise believed that the presence of QUEST at Douglass High School aided in efforts to stabilize the faculty and student body and to improve the climate of the school.

PLAN FOR THE DEVELOPMENT AND IMPLEMENTATION OF A SCHOOL-BASED TEACHER PREPARATION PROGRAM

<i>Suggested Activity</i>	<i>Personnel Involved</i>	<i>Methods, Procedures</i>
Development of plans	Cadre of teachers, representatives from Office of Staff Development	Conduct a needs assessment survey among faculty to determine interests, concerns, suggestions for program.
Dissemination and review of project plans	Faculty, staff of participating school	Cadre, Staff Development Office meet with faculty, staff to review and discuss project, concerns, questions, needs.
Refinement of project plans	Cadre, school administrators	Adjustments are made to plans; preliminary inquiries are made regarding logistics, facilities, resources, etc.
Selection of project staff	Project facilitator, faculty liaisons (teacher program volunteers)	Project facilitator (teacher level) position is advertised and filled according to personnel policies; faculty liaisons are solicited from the staff of the participating school.
Project staff orientation training workshop	Project facilitator, liaisons, Office of Staff Development personnel, school administrators	Project facilitator, faculty liaisons participate in a four week pre-program training activity conducted by the Office of Staff Development to include: • orientation to project • explanation of duties, responsibilities • training in leadership skills, group dynamics • development of schedule for the year • preparation of a teacher resource center
Determination of resource center site	Project facilitator, principal and administrators of the school	Principal and administrators of the school will select appropriate site for center; preparations will begin; project facilitator will be informed of site.
Determination and ordering of references, resources, materials, supplies and equipment	Project facilitator, faculty liaisons, principal, representatives of appropriate central offices	Project facilitator, faculty liaisons meet with principal to determine needs, complete requisitions; place orders through appropriate central office.
Preparation of resource center	Project facilitator, faculty liaisons	Project facilitator will direct the resource center preparation activities to include stocking, cataloging, categorizing materials, supplies.
Preparation of Resource Center Information Sheet for faculty, staff	Project facilitator	Project facilitator will prepare and disseminate information about available and anticipated resources in the center.
Plan orientation for faculty, staff	Project facilitator, faculty liaisons	Project facilitator will plan open house and small group tours of resource center for faculty, staff.

<i>Suggested Activity</i>	<i>Personnel Involved</i>	<i>Methods, Procedures</i>
Faculty orientation program	Project facilitator, faculty liaisons, faculty staff of participating school	Project facilitator, faculty liaisons plan and implement an orientation activity for the faculty of the school including: • presentation of project goals, objectives • projected activities • tour of Teacher Resource Center
Solicitation of areas of faculty interest	Project facilitator, faculty liaisons	Project facilitator, assisted by faculty liaisons, will circulate inquiry forms to determine faculty interests and desires for possible offerings in the midday mini sessions.
Preliminary mini sessions activity schedule	Project facilitator	Project facilitator will prepare a tentative long range schedule of activities of common and current interests to be held during mini sessions and will begin to solicit the necessary consultants, presentors, etc.
Coordination of scheduled activities with indicated interests	Project facilitator, faculty liaisons	Project facilitator will combine and coordinate projected activities in the preliminary schedule and the indicated faculty interests and desires and will seek to finalize a schedule for circulation among faculty members.
Implementation of mini sessions	Project facilitator, faculty liaisons	Project facilitator, assisted by faculty liaisons, will distribute schedules, circulate program reminders, assist in the implementation of activities during the scheduled mini sessions.
Development of focus areas for the P.M. Workshops	Project facilitator, representatives from the Office of Staff Development, faculty liaisons	Project facilitator, personnel involved will review workshop titles: • Leadership/Management Skills • Interpersonal Relations/Communication Skills • Staff, Student Morale • Problem-solving (Staff, Student) The following will be determined: • schedule for offerings (time, frequency) • appropriate instructors • accreditation by the State Department of Education for in-service credit
Faculty orientation to P. M. Workshops	Project facilitator, faculty liaisons	Preliminary to the start of P. M. Workshop programs, a faculty orientation presentation will be made by the project facilitator to include: • discussion of workshop offerings • discussion of requirements • consideration of benefits, expected outcomes • suggestions for procedures relative to participation
Practicum experiences	Project facilitator, faculty liaisons, administrators, Office of Staff Development personnel	Subsequent to the determination of workshop offerings, a schedule will be prepared to provide for parallel practicum experiences; an example might involve student volunteers in an Interpersonal Relations/Communications Skills workshop session as participants, contributors.

<i>Suggested Activity</i>	<i>Personnel Involved</i>	<i>Methods, Procedures</i>
Formulation of the Mutual Experiences Seminar concept	Project facilitator, faculty liaisons, Office of Staff Development representatives, school administrators	Project facilitator will conduct preliminary planning sessions to explain and clarify the concept; plans will include: • determination of objectives • formulation of schedule • acquisition of resource personnel • consideration of logistical matters
Finalization of plans for initial Mutual Experiences Seminar	Project facilitator, faculty liaisons, Office of Staff Development representatives, school administrators	Project facilitator, with appropriate assistance, will complete arrangements for the October seminar to include: • completion of agenda • determination of session site • schedule of activities • financial arrangements • registration of participants • determination of consultants, session leaders, etc.
Orientation to the Mutual Experiences Seminar	Project facilitator, faculty liaisons, Office of Staff Development representatives, school administrators	Staff will use such techniques as: • presentation to faculty groups • bulletins and memos to (1) introduce and explain the concept, (2) solicit participation, (3) conduct registration activities, and (4) complete arrangements for the agenda and the overall implementation of the session.
Determination of Steering Council membership	Project facilitator, administrators, faculty liaisons	Project facilitator will explain the purposes and proposed composition of the Steering Council during the faculty project orientation meeting. With assistance and suggestions from the faculty, a process will be developed and implemented to select Steering Council members.
Determination of Steering Council functions, rules, organization, and structure	Project facilitator, faculty liaisons, faculty, and staff of the school	The members of the Steering Council will hold preliminary meetings to develop their by-laws. Suggestions will be solicited from the faculty and staff of Douglass. Faculty members will be encouraged to comment about the project to Steering Council members. The chairman of the Steering Council will make regular reports to the faculty.
Implementation of Steering Council	Steering Council members	Steering Council members will hold regularly scheduled meetings assuming responsibility for informal program monitoring, evaluation, review, and reaction.

I. Preliminary Procedures

Identification and

Orientation of Project Staff

One of the initial activities in setting up a teacher preparation program in any school is the selection and orientation of the project staff.

The facilitator's position in Project QUEST was filled at a teacher's level. Eight faculty liaisons were selected from the Douglass staff. The group was comprised of interested, innovative persons who were open to growth and had diverse experiences, philosophies, ideas, and lengths of teaching service.

This group engaged in a four week orientation and training workshop prior to the implementation of the program. The Baltimore City Public Schools' Project Development Office planned the pre-program workshop to include an orientation to the project, an explanation of the duties and responsibilities of the project staff, and training in leadership skills and group dynamics. After the orientation of the project staff, the program was readied for implementation.

Planning a Resource Center

The resource center or site for a teacher preparation project is of great importance since it must be a place teachers can enjoy. It must be different from a lounge. It must be a place where staff can become involved directly and indirectly with educational material and human resources; it must be a place which supports the instructional program of the school. Here teachers must be able to express their professional needs and be supported in working on them.

The principal of Frederick Douglass High School received recommendations from the project staff and subsequently assigned a room for the resource center before the program began. The QUEST staff immediately drew upon their areas of expertise as they began renovating the room. File cabinets, book cases, magazine racks, audiovisual carts, electric fans, tables, and chairs from the Department of Education's used furniture warehouse were selected, cleaned, and in some cases refinished. Attractive draperies were made from sheets. Plants were obtained. Bulletin boards and wall hangings were constructed.

It was decided that photos with captions spotlighting events in the resource center and new staff members in the school would make an attractive, informative, and interesting bulletin board display. A calendar of events,

announcements of the project's activities, and notices of staff member's birthdays, promotions, and other noteworthy items added a personal touch and helped develop camaraderie among individuals already on the staff and made new staff members feel welcomed.

The resource center of Frederick Douglass High School was named "The PLACE." It would be consistently regarded as the place or haven where staff members would meet for mental and physical refreshment. Here staff members might have a cup of coffee or tea and have the opportunity to exchange ideas in a nonstructured situation and on an interdepartmental basis. Here they would find not only practical suggestions but also psychological support.

Obtaining and Cataloging Materials

The entire staff of Douglass High School was asked how the resource center could best support the instructional program of the school and meet the needs of the staff. As a result of this survey and suggestions from the QUEST staff, initial requisitions for educational periodicals, materials, supplies, and equipment such as a ditto machine, copier, paper cutter, filmstrip previewer, and tape recorder were made. Contributions of worthwhile materials that could be shared were made by departments and individuals. Catalogs, book samples, guides, handbooks, directories, and bibliographies were solicited from numerous sources. Form letters were sent requesting that QUEST be placed on the mailing list of professional and cultural organizations.

As materials began to accumulate, cataloging procedures were developed. It was possible to arrange materials in the broad categories of departments, interests, and subjects. Bibliographies were developed for later distribution to the entire staff so that the professional library could be used by those pursuing graduate courses as well as by those who wished personal enrichment or the use of resources for their classrooms.

Developing Resource Center Guidelines

Realizing that guidelines must be developed early for the smooth operation of the resource center, the QUEST team formulated the procedure for borrowing materials from the center. A list of basic expectancies of the center's users was developed, and the hours of operation were determined. Forms for continuous evaluation of

the resource center and forms upon which the school staff could suggest future purchases were prepared.

Designing a Logo

The QUEST logo, consisting of an arrow, representing the project, hitting the bullseye, representing an improved working/learning climate for the school, was developed. It was believed that widespread use of such a logo on all project-related materials would give continued exposure to the project and create increased interest among the staff and the community.

Scheduling Activities, Speakers, and Topics

Using a needs assessment survey which determined the faculty's areas of concern, the project facilitator and staff prepared a tentative long range schedule of activities. They solicited the necessary consultants, presentors, and resource persons for these activities.

An informal resource bank of key community and educational resource people was formed. It was determined which persons would be available to act as consultants. Persons from the public school system, the parochial school system, and local colleges and universities were contacted by personal letters. These letters included an explanation of the project and a statement of how the receiver could be of service to or become involved in the project.

Planning for Peer Teaching and Cooperation

In all of the planning, two concepts were kept in mind. First was the concept of peer teaching which would encourage ingenuity and increase the self-

confidence of teachers and thus activate their problem-solving talents; second was the concept of inschool group cooperation which would lead to creative approaches for meeting the school's objectives and for improving morale and the school's image in the community.

Methods were developed to make maximum use of members of the faculty and staff as resource persons. Plans were established for continued contact with administrators, department chairpersons, faculty committees, and personnel of other projects operating within the school. A page in the teachers' handbook was prepared to explain and promote the project.

Planning the Faculty Orientation and Open House

An orientation presentation was prepared for the first faculty meeting. Handouts, including interest-building teasers, were placed in staff mailboxes prior to the presentation. Flyers giving an overview of the project and a tentative schedule of activities were to be distributed after the presentation. In each instance, promotional materials were designed to have appeal to the individual interests and needs of teachers. Therefore, the emphasis during the planning of orientation activities was placed upon both the practical and theoretical facets of Project QUEST.

Preparations for the formal opening of the resource center were completed during the pre-program workshop. Housekeeping chores were completed and building, regional, and central office staff were invited to attend opening activities. In addition, staff invitations were placed in teachers' mailboxes to encourage their participation. Project QUEST was then ready for implementation.

II. Strategies for Implementation

Motivating the Staff

Orientation of staff is a most significant step in implementing a new project. Selling the project to the entire school staff can best be achieved through a dynamic presentation during the opening faculty meeting of the school year. Staff members are usually fresh and receptive to innovative ideas at this time; therefore, it is essential to "begin at the beginning." The purpose

of this initial presentation is to identify the place, the time, and the people to be involved in the project. At the orientation, comprehensive objectives should be presented and/or collectively developed and discussed. Also, efforts should be made to encourage interest in the project and its offerings during this time.

The orientation activity planned for QUEST included a statement of purpose by the project facilitator, a multimedia skit by the facilitator and liaisons, a motiva-

tional activity, and an invitation to the official ribbon cutting ceremony.

The doors to The PLACE were locked and interest was generated in what was behind the "closed doors." Announcements were made over the P. A. system, and interesting flyers were placed in mailboxes. Posters and signs on the doors created an air of secrecy and expectation among the faculty.

Copies of the multimedia presentation, flyers that were distributed, and statements made by the project facilitator have been included in the appendix of this publication.¹

Opening the Resource Center

QUEST's ribbon cutting ceremony included a statement about the occasion by the project facilitator, a welcome by the school principal, and introductions and greetings by guests and visitors. There was extensive media coverage of the event. On the basis of the QUEST experience, it would be advisable to have a short, simple ceremony to open the facility followed by an informal open house with light refreshments. During the activity, staff members should be provided opportunities to examine bulletin boards, peruse materials, operate equipment, and discuss uses of the facility with the project manager. This occasion may also provide an opportunity for members of the school staff to establish rapport with regional and central office personnel. A log should be maintained to keep a record of visitors to the center. Visitors should be encouraged to list their areas of interest.

Forming the Steering Committee

A steering committee can be an asset in developing plans for the operation of the project. By the close of the first semester of the school year, the project facilitator should have completed arrangements for the selection and organization of a functional steering council for the project. The responsibilities of this council would be the following: (1) to monitor program activities, (2) to determine procedures, (3) to suggest program revisions, and (4) to support the attainment of the overall project objectives. Steering council members should hold regular meetings and be responsible for regular reports to the faculty. Formal and informal evaluation of the project by means of reviews and reactions should also be a task

of this council. Members of the council should establish by laws and be responsible for the council's organization and structure.

The project facilitator and the eight faculty liaisons of the QUEST Project served as the steering council for the first year and performed the functions previously described. During the second year, three additional members were recruited by the facilitator to serve on this council. This brought the membership of the steering council to twelve. The new members were selected on the basis of their interests and involvement in Project QUEST. They were especially helpful in completing informal monitoring processes.

Exploring Staff Interests and Needs

A survey of staff interests and needs is essential to any project if widespread involvement and participation are to be solicited. Following a general survey, staff interests and needs may be categorized by the facilitator in the order of their importance. Initially, an exhaustive list of interests and needs may be compiled by using appropriate methods designed to assess faculty reactions. Brainstorming, survey forms, suggestion boxes, compilation of concerns from various departments, and personal contact are among methods that could be used in developing such lists.

A list of topics and areas of interest for QUEST was compiled using the methods mentioned above. The listed concerns were divided among the following headings on the Douglass High School Needs Assessment survey: (A) Discipline/Control, (B) Instruction/Curriculum, (C) Human Relationships, (D) Administration Policies and Support, and (E) Morale. The responses to the Douglass High School Needs Assessment survey mentioned earlier gave the facilitator some basis for scheduling activities. Samples of the Pre-Assessment and Post-Assessment Surveys and the results are included in the Appendix.²

Planning Sessions

Planning the types of sessions and the focus of each session is necessary for implementation of the project. The facilitator, with appropriate assistance from the faculty liaisons and other regional and central office personnel, develops the methods, procedures, and proposed time schedule. Consideration may be given to a.m. sessions (before school); midday sessions (lunch or non-

1. See Appendix B.

2. See Appendix E.

teaching periods); p.m. sessions (after school), or weekend sessions. The type of session provided will depend upon the general schedule of the school and the interests and needs of staff members. The sessions should provide opportunities for practicum experiences, mutual sharing experiences, and experiences in problem-solving in a given school.

P.M. Sessions

The original proposal for *The Teacher Preparation Program for Frederick Douglass Senior High School* suggested that there be midday sessions, p.m. sessions, and Mutual Experiences Seminars. The p.m. sessions were scheduled after school in the teacher resource center and provided in-service credit upon successful completion of the workshops. Several p.m. sessions were conducted by local educational and community leaders. Participation in the p.m. sessions was not as widespread as desired because of competing activities at the school and citywide levels.

Midday Sessions

The midday sessions were scheduled during the third, fourth, and sixth periods of the day. Activities, as far as possible, were repeated to accommodate numerous staff members. Participation was voluntary with staff members attending a "mini" activity during one of their nonteaching periods. Resource personnel for these sessions included representatives from area public schools, colleges, community, and governmental agencies. Douglass staff members were participants during presentations of current educational and professional materials. Exhibits, relevant interest items, and demonstrations of the uses of materials, equipment and supplies were also offered. Some midday sessions took the form of "how-to" lessons in planning bulletin boards, motivating students, and in making transparencies. These sessions were designed especially to improve morale and to enhance the skills and understanding of staff members. Such enrichment experiences held during the day were a refreshing pause for teachers and proved to be a strength of these sessions. Lists of midday sessions for each year of the project, included in the Appendix, are indicative of their scope and variety.³ Enthusiasm was high for several sessions. "Principal's Press Conference," a midday session for teachers, was especially welcomed as an opportunity for interaction with the principal on an informal yet professional level.

3. See Appendix F.

Saturday Seminars

Another type of session that was beneficial in this teacher preparation program was the Mutual Experience Seminar, designed to be offered for a longer period of time. Small groups of staff members met on Saturdays in the resource center to become involved in activities which increased interaction among staff members and provided intensive practicum experiences. These sessions were successful because they provided time for indepth discussion of concerns, for development of teaching materials, and for the improvement of teaching techniques.

Saturday seminars provided more time for practicum experiences. Thus, staff members with different lunch periods during the instructional day were able to meet on Saturdays. Practical experiences such as constructing learning stations, developing vocabulary lists, and designing reading tests resulted in the generation of materials that could be used on Monday mornings following the seminars. It was during the Saturday sessions that interaction with parochial school teachers and with faculty members of other area schools took place. Three seminars were planned during each project year, with each seminar being presented on four consecutive Saturdays so that every faculty member could select a convenient date. During each session, useful educational packets were distributed to participants.

These small group seminars of approximately four hours provided opportunities for staff members to participate in working sessions. Participants in the Saturday seminars were paid a stipend which was provided in the original funding of the project. Consultants for these seminars were secured from colleges in the area. Saturday sessions were most helpful in making the faculty members aware of important and innovative concepts of contemporary education.

Graduate Course

A unique session offered through QUEST in August 1979 was a summer graduate course titled "Techniques of Teaching Reading in the Secondary School" at the Johns Hopkins University. An expressed need among QUEST participants in all subject areas was for improvement in meeting students' reading needs. The facilitator, aware of this need, made arrangements for offering such a course through QUEST. The three credit course reviewed the basic reading processes involved in secondary school content materials. A model for evaluating content materials was developed and group diagnostic techniques and teaching strategies were discussed. Readability formulas and rewriting skills were prescribed

with emphasis upon application in content areas. The teachers who attended this course acquired new classroom techniques to meet the needs of their students. The cost of the course was assumed by Project QUEST.

Acquiring Consultants and Presentors

Another facet of the ongoing operation of the project involved securing personnel to conduct activities and sessions. These individuals served as resource people—speakers, lecturers, presentors, consultants, and contributors of materials. To locate these resources the list of teacher concerns can be matched with known authorities on each topic. School staff and appropriate regional and central staff may assist in identifying resource individuals. Contact through letters, telephone calls, and official forms should then be established. This process should be initiated during the pre project planning period and should be continued and maintained.

Consultants

Much of the contact of consultants and presentors for QUEST was made by the facilitator through referrals. The facilitator regularly attended meetings for project managers which provided some guidance in obtaining contractual services, securing professional assistance, and evaluating activities and services. The term "consultant" is used here to describe those persons who conducted Saturday seminars and who were paid for their services. The facilitator adhered to the rules and regulations of the school system with regard to acquiring consultants.

A circular from the superintendent explains in detail how professional services on a temporary basis should be secured.⁴ The following is a summary of that procedure:

1. Send a letter explaining the project, the objectives of the specific seminar, an application, and a request for a resume to the prospective consultant.
2. Send the above mentioned forms, once they have been properly completed and examined, to the central office for approval.
3. Send a letter of confirmation to the consultant.

Very often in Project QUEST, one seminar would end with participants wishing to continue their pursuit of the issues. Therefore, consultants returned and/or identified other persons who could serve in the capacity of seminar leaders.

4. See Appendix I.

Presentors

Presentors were those persons who conducted midday sessions and were very often members of the school staff who volunteered to do so. Individuals from the business or educational community who were recommended on the basis of their skills or areas of expertise also served as presentors. Securing those individuals was largely the achievement of the facilitator who completed preliminary inquiries to determine the strengths of staff members and the capabilities of resource persons in the community. Referrals of possible presentors were also made to the facilitator by staff members and other educational personnel.

During the three year period, presentors included administrators, teachers, department heads, retired professionals, and individuals from municipal commissions and agencies. Reference was made earlier to a list of midday sessions. This list also includes the names of presentors and their topics.

Requisitioning and Budgeting

Acquiring needed materials is fundamental to implementing and maintaining a successful project. This process includes preparing the budget, making requisitions, and keeping accurate accounts.

Requisitions must be prepared for all expenditures. Specificity is essential! A sample requisition form is included in the appendix.⁵ It should also be noted that adhering to the budget and maintaining precise accounting procedures are most important in preparing for the final auditing process. Ongoing ledgers should be scrupulously kept and all budget summary reports, invoices, and receipts should be retained.

The facilitator of Project QUEST prepared requisitions for materials, consultants, reimbursements, and for teachers' stipends on the designated forms and forwarded the requests to the central office. Even though the Maryland State Department of Education maintained a record of the project's expenditures and obligations, the facilitator found it essential to keep a detailed project ledger. A sample is included in the appendix.⁶

Maintaining Contact

Though contact with the educational and lay community should be made during the initial stages of the project, such contact must be sustained through varied means of communication. Continued contact includes

5. See Appendix J.

6. See Appendix K.

personal telephone calls and the mailing of schedules of events, letters of invitation, and project newsletters.

Several methods were used by Project QUEST to maintain contact. A survey was made of staff interests, personal notes were sent requesting the staff to serve as presentors, and incentive materials were awarded. Communication was established between Project QUEST and schools within the system by means of flyers,

project newsletters, schedules of activities, formal invitations, and personal telephone calls. Invitations to serve as presentors or consultants were sent to community leaders and to college and university faculty members. Private and parochial schools were also notified about scheduled activities. In addition, the total community was made aware of the activities of the project through coverage by the media.

III. Vital Project Components

Documentation

An effective teacher preparation program must emphasize documentation, dissemination, and evaluation. Documentation is the actual recording of the activities that have taken place. Daily logs, candid snapshots, slides, cassette tapes of sessions, and workshop reaction sheets are evidence of formal and informal aspects of the project. Summaries of sessions and responses found on professionally designed evaluation instruments are also helpful in validating the project.

Project QUEST used the following methods of documentation: candid snapshots of new members of the staff, presentors, visitors, and of all project activities; slides of workshops and minisessions; and a scrapbook composed of labeled pictures, press releases, and letters of commendation. Surveys, workshop attendance and reaction sheets, and session summaries were also used to document the activities of the project.

Dissemination

Dissemination is equally important to the project. It explains the concept of the project and incites interest in the activities sponsored by the project. Typical dissemination methods are project newsletters, announcements of activities, oral and slide/tape presentations to other groups, and formal reports to project evaluators.

Project QUEST distributed flyers and the project's newsletter, *PLACE Notes*, as methods of dissemination. *PLACE Notes* was developed by the facilitator with some contributions from project participants. Issues of the newsletter were circulated to presentors and consultants and to public and nonpublic schools within the

metropolitan area.⁷ The facilitator traveled to local schools and educational agencies to make oral and multimedia presentations about the QUEST concept. Personal contact was continued through telephone calls and invitations for informal visits to The PLACE.

Evaluation

Evaluation, a third significant element of a program, determines the extent to which project goals are being achieved and assists in the planning of future activities. Two types of evaluation are ongoing and onsite.

Ongoing Evaluation

Ongoing evaluation should be conducted at frequent intervals with the use of formal and informal instruments. Attitudinal surveys may be administered at the beginning and end of the project to determine changes in staff morale. At the conclusion of each workshop or informational session, participants should react to that which has taken place. A semiannual survey of the faculty should be made to determine the benefits that have accrued from the project.

Onsite Evaluation

The onsite evaluation determines if the program activities are directly related to the stated objectives, if visible progress is being made in achieving the objectives, and if the success of the program is being adequately documented. In some cases, refunding is contingent upon the positive evaluation of a program.

The onsite evaluation is conducted by the State

7. See Appendix L.

Department of Education, the agency responsible to the Federal government for the monitoring of federally funded projects. Persons involved in an onsite evaluation are representatives of the State Department of Education and individual project specialists from across the state.

Prior to the onsite evaluation of Project QUEST, the facilitator received notification from the Maryland State Department of Education of the date and the members who were to serve on the evaluation team. It then became the task of the facilitator to compile a written report of the project's activities, arrange for a luncheon for the evaluators, and prepare an agenda that would not extend beyond the school day in order to accommodate those team members who had great distances to travel.

On the day of the evaluation, introductions of school and project staff and of the visiting evaluators were made. Greetings were extended and a slide/tape overview of the project was presented. The evaluators were then

given a chance to study folders that contained a project self-evaluation and a variety of project-related materials such as flyers, samples of evaluation instruments, and evidences of project participation. Evaluators then asked specific questions of the facilitator. To give the visitors an opportunity to observe the working/learning climate, a tour of the school with visits to classrooms was planned. Following the tour, a typical midday session was provided. Lunch was served in the Home Economics Department to the evaluators, school administrators, project staff, and special guests. After lunch, final questions were answered and clarifications were made by the facilitator. The evaluators conferred for approximately one and one-half hours in order to study the self-evaluation and to indicate the degree to which they felt the project was reaching its goals. Finally, an exit presentation, citing recommendations and commendations, was given by the evaluation team chairperson to Project QUEST staff and school administrators. A formal written report followed at a later date.

IV. Significant Effects of the Project

A school that adopts a teacher preparation program can expect to experience an improved working/learning climate. As a result of involvement in such a program, the staff may encounter improvement in morale, rapport, attendance, and participation in schoolwide activities. Participation in the activities of a teacher preparation program will also foster the continued educational development of the staff because of new and motivating teaching methods that are introduced during workshop sessions.

One very positive result of the QUEST Project was the involvement of students. Several sessions devoted to Transactional Analysis were conducted in The PLACE by a trained consultant. One department chairperson became so interested in the sessions that he pursued training in T. A. and introduced the concept to the students in his department. The students were then trained by the same consultant during four extended class sessions. Consequently, the students were able to understand and use the terms and to apply the new information as they interacted with their peers, teachers, and families.

The provision of a pleasant place in which lessons can be planned and materials duplicated enables staff members to informally exchange ideas and share ex-

periences. Library materials housed in the resource center may be recommended by the staff and these materials should circulate freely as yet another means of improving faculty proficiency. As a result of presentations made in the center, the strengths, talents, and interests of staff members are revealed. The scope of the resource center is vast, for it promotes interdepartmental, intradepartmental, and school-community interaction.

At Douglass, persons from various departments met frequently in The PLACE to participate in sessions, chat with others with whom they were previously unacquainted, plan lessons and activities, grade papers, duplicate materials, and to eat lunch. Thus, as a place in which ideas could be exchanged and professional references and periodicals read, the project's resource center became a focal point for professional activity.

The QUEST Project of the Frederick Douglass High School did, in fact, recognize the teacher as a vital factor in the school's environment and did enhance the working/learning climate. It is hoped that this document has been of assistance to individuals interested in the implementation of a similar teacher preparation program.

V. Reflections

Project QUEST taught some valuable lessons during its three years of operation. These experiences may prove helpful to prospective project coordinators and are summarized below:

- A teacher preparation program should rely on the individual strengths of the school's staff members.
- A main approach of such a program should be the provision of informal training for staff members, emphasizing practical experience rather than theory or lecture.
- Building and central office administration should keep a low profile but should provide maximum support for the program.
- The resource center should be made available to all staff members, but with no pressure to participate.
- Ongoing emphasis should be placed upon the identification of staff needs, resources available within the staff, and strategies that might be employed to improve the instructional climate of the building and classrooms.
- The project facilitator should be observant and organized and should be experienced in human relations and communications.
- Emphasis upon a cooperative arrangement among teachers, administrators, and university personnel provides a more meaningful program.
- Faculty participation should be invited rather than required with follow-up notices given to teachers who need to be reminded.
- Informal evaluation is an important activity and does much to effect continued program development; however, formal program assessment seems to qualify the program for further grants.
- The effects of a teacher preparation program on students may not be substantial at first because the impact of the program must filter through the teachers to the students.
- The few teachers who change permanently and continue to employ a portion of the project's techniques must *not* be overlooked as a part of the program's accomplishments.
- Thorough program planning is related to program success.

FROM	NAME & TITLE	Earl L. Hagan	CITY of BALTIMORE MEMO	
	AGENCY NAME & ADDRESS	School 450		
	SUBJECT	Project QUEST		

TO Mrs. Patelle Harris
School 450

DATE: July 12, 1979

Three years ago at the inception of Project QUEST, Douglass High School was characterized by many evidences of low staff morale and low student morale: truancy, fighting, unruly students, graffiti, and numerous requests for transfers by students and by teachers. No one trusted anyone else and staff members showed little interest in meeting each other socially.

QUEST did not perform miracles, but it did make a discernable difference. The PLACE afforded staff with opportunities to share successes, to analyze problems, and to gain constructive new perspectives. As principal, I discovered that staff communicated with me more openly and honestly in The PLACE than in faculty meetings, in my office, or elsewhere. Promising ideas were received and frequently implemented. Most importantly, people who presumably should be working cooperatively began to communicate with each other.

It is not possible to assess the degree to which QUEST was responsible for these changes, but it was the catalyst for the kinds of changes we needed. There was some secondary impact even upon those who never set foot in The PLACE. I can personally attest to the salutary effect of "positive and negative strokes" judiciously administered after my own orientation to Transactional Analysis.

There are several evidences of improved morale. After disappearing for several years, honors level English and U.S. History classes are restored. The security force has been reduced from four to two men and, at times, these two have been detailed elsewhere for short periods. Only three teachers requested transfers this year and two of these were for assignment to special programs in other schools. Three teachers retired after long years of service; none retired at the earliest possible time. Suspensions declined by sixty-seven percent and fifty-four percent of the last class graduated have been accepted in four year colleges. Exterior walls were sandblasted, doors painted, and interior walls were washed; all remained relatively clear of graffiti until school closed for the summer. Teachers seemed to be taking fewer single days of sick leave for "mental health," and nearly everyone who could showed up at the Holiday Inn for an end of year luncheon party.

Some problems persist--notably student absenteeism and subject failures. And obviously, changes are due to much effort by many people in a variety of ways. No one questions the fact that QUEST helped us to move in a positive direction.

ELH/dm

There is something new at Douglass! That something is an ESEA, Title IV, teacher preparation project for Frederick Douglass Senior High School that has been prepared cooperatively by staff members of the Project Development Office of the BCPS and representatives of the faculty and administration of the school. The project will be introduced through the means of a multimedia presentation ... Mr. Burton.

Are there any questions? There is time for two or three.

Will the persons with charts on which there are numbered stars please raise your hands? Pat and Barbara will give you balloons.

The dream of a change is not impossible. The goal of QUEST is to help replace negatives with positives.

Some balloons are symbolic of festive occasions and of things new and joyful. On the other hand, some balloons are symbolic of passing moments which are meaningless and detrimental and which can be easily popped.

Thus we have two sets of balloons--those which represent hope for the future and something new--and those which represent the despair of the past.

QUEST hopes to destroy discord and replace it with harmony.

"	doubt	"	"	"	"	faith.
"	despair	"	"	"	"	hope.
"	shadow	"	"	"	"	light.
"	confusion	"	"	"	"	direction.
"	apathy	"	"	"	"	involvement.
"	error	"	"	"	"	truth.

The key word is involvement. Become involved with QUEST. The PLACE, Room 200B, will be officially opened after the ribbon cutting ceremony tomorrow morning at ten o'clock. Each of you is most cordially invited.

Multimedia Presentation

APPENDIX C

Video

Audio

1. LS: Panorama of DHS campus.
2. MS: Panorama of DHS building.
3. MCU: side of building which reads: Douglass High School
4. Camera Card: Presents.
5. Logo card: QUEST.
6. MS: Panorama of DHS building.
7. Cut to crowd of frowning teachers near doorway.
8. Teachers mill about restlessly.
9. One group forces its way through the door one way, while another group forces its way through in the other direction. (Confused buffeting) At random, teachers toss hands in the air as they repeat, haphazard: Changes.
10. Cut to Camera Card: Changes.
11. Cut to group of five teachers. Two face camera. Three face away. Two facing camera speak 12.
13. Three teachers facing away face other two, one at a time and speak 13.
14. Teachers begin fighting among themselves.
15. Cut to CC: Changes.
16. CU: to street scene, especially bus.
17. Cut to MS: group of students.
18. Cut to MCU: group in argument.
19. CU
20. CU
21. CU
22. CU

- 1-3. REC: Richard Kiley singing "The Impossible Dream (QUEST)" FADE. IN REC: "Street Traffic, Clear Day."
4. FADE OUT REC: "Street Traffic, Clear Day."
5. FADE OUT REC: "Impossible Dream."
6. ANNOUNCER: Once upon a time, there were many, many teachers in a big red school house. But these teachers . . .
7. ANNCR: (*continued*) were not very happy . . .
8. ANNCR: (*continued*) They were tossed and driven by many changes . . .
9. AT RANDOM, TEACHERS REPEAT OVER AND AGAIN: "Changes."
10. AT A GIVEN CUE, TEACHER FADE OUT. FADE IN REC: "Independence 200" from "Camelot" to "The Time: They Are A-Changing" and Narrator, FADE OUT. ANNCR REPEATS SLOWLY: Changes.
11. ANNCR: Changes in administration . . .
12. TCHR 1: What do you think about this Earl Hagan?
13. TCHR 2: I don't know . . .
TCHR 3: He's a devil . . .
TCHR 4: He's a devil . . .
TCHR 5: He's a saint . . .
TCHR 3: He's a fool . . .
TCHR 4: He's brilliant . . .
TCHR 5: He's a genius . . .
14. RANDOM ARGUMENT
15. VOICES: Changes REC: "Somethin's Comin" FADE OUT.
16. ANNCR: Changes . . . changes in student population . . .
17. REC: Street traffic, clear day. FADE OUT. ANNCR: (*continued*) . . . from all over the city.
18. ANNCR: (*continued*) . . . made some students angry . . .
19. STUD1: Look, man, I didn't wanna come to this jive dumb school in the first place . . .
20. STUD2: Don't you talk that way about my school . . .
21. STUD3: What 'chew mean, turkey? This dump? It's half as good as my school.
22. STUD4: Hey, man, I don't like your attitude . . . REC: "Bongo Drums and Sticks" PLAY DURING FIGHT SCENE, THEN STOP.

Video

23. MS: group fighting.
24. CC: Changes.
25. Group of teachers walking quickly back and forth.
26. MCU: two teachers.
27. CC: Changes.
28. Group of students walking quickly back and forth.
29. MCU: two students.
30. CC: Changes.
31. "Man in the street" shot: two people.
32. CU
33. CU
34. CC: Changes.
35. LS: Conference Room, Title IV group.
36. MS: group, center on chairperson.
37. CU
38. CU
39. CU
40. MS: group, center on chairperson.
41. CU
42. CU
43. LS: group
44. MS: chairperson.
45. CU
46. MS: chairperson.
47. LS: group.
48. MS: chairperson.

Audio

23. GROUP: Changes!
24. ANNCR: Changes . . .
25. ANNCR: (*continued*) changes in personnel.
26. TCHR6: Which way to the Teacher's Lounge?
TCHR7: I don't know . . . I think it's on the fourth floor. FADE IN REC: I didn't even know I had been transferred until this morning. "Banshee" (near center of band) FADE OUT.
27. GROUP: Changes
28. ANNCR: Changes . . .
29. ANNCR: (*continued*) . . . changes in students . . .
30. STUD5: Which way to the gym?
STUD6: How the hell do I know? I'm new here myself. REC: (*continued*) FADE IN: "Banshee" (Play to end of band)
31. ANNCR: Changes . . .
32. ANNCR: (*continued*) . . . changes in the image of the big red school house . . .
33. M.I.S.1: Douglass High School? . . . I never heard of it . . .
34. M.I.S.2: (*interrupting*) I hear that's a really bad place. All sorts of things happen there. Fights. People getting shot. Riots. All kinds of stuff . . . FADE OUT. FADE IN REC: Science fiction sound effects FADE OUT.
35. ANNCR: Changes . . .
36. ANNCR: (*continued*) All sorts of changes . . . Soon it came the time when somebody had to decide what to do about all these changes . . .
37. CHAIR: You know? In addition to all these changes, there are some other problems too . . .
38. G.M.1: Yes, poor attendance . . .
39. G.M.2: Low academic achievement levels . . .
40. G.M.3: Class cutting . . .
41. CHAIR: We should have a project here in the area of teacher preparation . . .
42. G.M.4: That would provide an opportunity to strengthen and improve staff abilities to work collectively . . .
43. G.M.5: Working together, we could enrich the program of the school and improve its climate to benefit both the staff and students.
44. GROUP: Right on!
45. CHAIR: That's why we're here: to meet these needs . . .
46. G.M.6: But what exactly *are* those needs? Have they been defined?
47. CHAIR: Well . . . yes. You remember last school year when we developed a survey/questionnaire instrument?
48. GROUP: Sure.

Video

49. SLOW ZOOM to chart being held by chairperson.

50. CU: chart.

CHARTS SHOULD BE PHYSICALLY DISPLAYED IN THE ROOM AND HANDED OUT ON DITTO SHEETS.

THE REMAINDER OF THE PROGRAM IS DONE WITH COLOR SLIDES AND A TAPE RECORDER ACCORDING TO THE FOLLOWING SCRIPT.

Slide

2. (53) QUEST shot: The PLACE.

3. (54) Group of teachers as at the beginning of the video tape.

4. (55) CU: one teacher turns to camera. We see him over the shoulder of the other teacher to whom he speaks.

5. (56) CU

6. (57) CU

7. (58) CU

8. (59) CU

9. (60) QUEST shot: "The PLACE."

10. (61) Students on Gwynns Falls Parkway side of school. School is prominent.

11. (62) CU

12. (63) CU

13. (64) CU

14. (65) CU

15. (66) QUEST shot: The PLACE.

16. (67) Group of teachers in The PLACE.

17. (68) CU

18. (69) CU

Audio

49. CHAIR: The purpose of that instrument was to identify the prominent needs and current concerns of the school at large.

50. CHAIR: (*continued*) These are the results.

51. ANNCR: You in the audience can examine the needs assessment either on the charts in the room or on the ditto sheets which were given to you.

STOP VIDEO TAPE. PAUSE 120 SECONDS TO ALLOW TIME FOR EXAMINATION. PLAY MUSIC OR AUDIO TAPE.

Audio

REC: "We Can Make It Together" TWO MINUTES, THEN FADE OUT. THIS IS PLAYED AS TEACHERS EXAMINE NEEDS ASSESSMENT.

1. (52) CHAIR: There, ladies and gentlemen, you have at least a partial picture of the coming changes in our school.

CUE IN SLIDE PROJECTOR.

2. (53) GROUP: Changes! REC: "Lullaby of the City" PLAY AS BACKGROUND TO THE FOLLOWING: CUE

3. (54) ANNCR: Change . . . changes in administration . . . CUE

4. (55) TCHR1: What do you think about this Earl Hagan? CUE

5. (56) TCHR2: A brilliant administrator! CUE

6. (57) TCHR3: A dynamic leader! CUE

7. (58) TCHR4: An inspiration! CUE

8. (59) TCHR5: He'll lead us to greater things! CUE.

FADE OUT REC: "Lullaby of the City."

9. (60) ANNCR: Changes in student population . . . REC: "Intimate." PLAY AS BACKGROUND TO THE FOLLOWING:

10. (61) STUD1: This big red school house is really something else! CUE

11. (62) STUD2: Yeah, man, a great place to be. CUE

12. (63) STUD3: My grades have really improved. CUE

13. (64) STUD4: Mine too, and it's all because of QUEST. FADE OUT REC: "Intimate." CUE

14. (65) STUD5: QUEST? CUE

15. (66) GROUP: QUEST! Changes! CUE

16. (67) REC: Rachmaninoff "Prelude in G Major" PLAY AS BACKGROUND TO THE FOLLOWING. ANNCR: Changes the personnel. CUE

17. (68) TCHR8: I never knew that before! CUE

18. (69) TCHR9: You know it now! CUE

- 19. (70) MS: two teachers slap hands.
- 20. (71) QUEST shot: The PLACE.
- 21. (72) Multiple shots: The PLACE.
- 22. (73) CC: QUEST Changes.
- 23. (74) "Man in the street" shot: group of people.
- 24. (75) M.I.S. CU

- 19. (70) TCHR8: Right on! CUE
- 20. (71) GROUP: QUEST! Changes! CUE
- 21. (72) ANNCR: Changes the students. CUE
- 22. (73) GROUP: QUEST! Changes!
- 23. (74) ANNCR: Changes the image of the school. CUE
- 24. (75) M.I.S.1: Douglass? A great school! Both my kids go there! CUE

QUEST

APPENDIX D

Quarters for Utilizing Educational Services for Teachers

WHAT is the program?

QUEST is an ESEA Title IV teacher preparation program for Frederick Douglass Senior High School designed to provide cognitive, enriching, and applicable experiences developed to respond to previously identified staff needs. Guided by a project facilitator and a steering council, the program will consist of workshops, seminars, and midday mini sessions. A professional library will be available for the staff.

WHY has the program been funded?

It is believed that QUEST will encourage teachers and other interested staff members to actively share learnings with one another. QUEST will also promote the exploration of ideas and techniques.

WHERE will the action be?

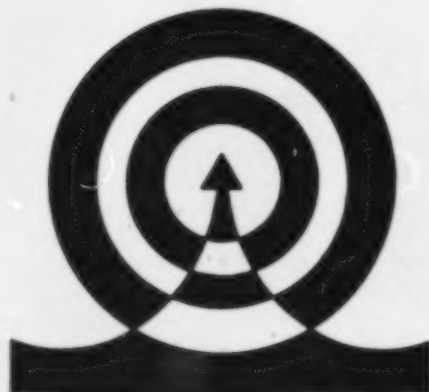
QUEST is located in *The PLACE*, Room 200 B.

WHEN will the program be in effect?

QUEST will be implemented during the 1978-1979 school year and will be available to staff before, during, and after school.

WHO will be involved?

All interested staff members are welcome to participate in the activities and utilize the resource materials of QUEST.



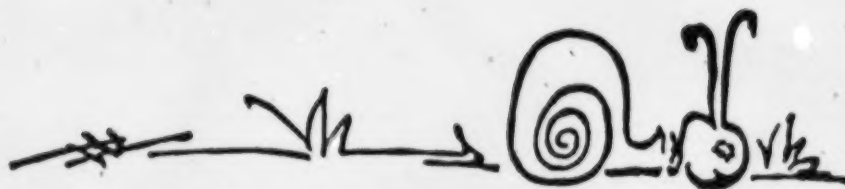
Project Manager

Mrs. Patelle G. Harris
Frederick Douglass High School
2301 Gwynns Falls Parkway
Baltimore, Maryland 21217

We've got an idea...
See you at the PLACE!!!



Come on over to the PLACE.



QUEST PROJECT - ROOM 200

Frederick Douglass Senior High School
Baltimore, Maryland - 21216

Needs Assessment Summary of Results

APPENDIX E

Pre-Assessment—December 1975

Number of Copies Distributed 92
Number of Copies Returned 69

Directions (Pre):

To what degree, in your personal estimation, should the below listed items be provided in the construction of a teacher preparation program designed to assist Douglass staff in promoting an improved school climate.
(Place an X in the appropriate column.)

Post-Assessment—April 1979

Number of Copies Distributed 88
Number of Copies Returned 58

Directions (Post):

To what degree, in your personal estimation, have the items below been provided for through the QUEST Project (a teacher preparation program) designed to assist Douglass staff in promoting an improved school climate? (Place an X in the appropriate column.)

	SMALL		MODERATE		CONSIDERABLE		HIGH	
	PRE	POST	PRE	POST	PRE	POST	PRE	POST
A. Discipline/Control								
1. Teacher disciplinary procedures		6	6	19	30	20	33	8
2. Classroom management		2	9	11	27	24	33	14
3. Administrative and supervisory support		7		23	57	16	12	4
4. School security		10	10	20	30	16	29	6
5. Classroom security		14	11	23	35	9	23	18
B. Instruction/Curriculum								
1. Subject area competencies	2	5	12	12	39	23	16	18
2. Subject area skills and understandings		4	7	9	31	22	31	20
3. Education resources within the system		3	9	5	28	24	32	25
4. Classroom motivational activities			12	8	31	23	26	27
5. Interdepartmental cooperation		3	37	16	22	23	10	12
6. Intradepartmental cooperation		4	37	16	23	24	9	13
7. Curriculum offerings		7	13	16	44	20	12	10
8. Extracurricular responsibilities	4	10	47	21	12	10	6	10
C. Human Relationships								
1. Student/teacher relationships		3	9	11	27	19	33	25
2. Parent/teacher interpersonal relationships		9	33	22	30	15	6	5
3. Staff interpersonal relationships		1	2	4	30	20	37	30

	SMALL		MODERATE		CONSIDERABLE		HIGH	
	PRE	POST	PRE	POST	PRE	POST	PRE	POST
4. Staff/administration relationships		2	10	11	13	23	46	17
5. Staff/parent/community relations		5		26	36	15	33	4
6. Interdepartmental cooperation		2	21	11	32	22	16	18
7. Intradepartmental cooperation		3	19	14	31	19	19	14
8. Parent support		20	2	22	11	8	50	0
D. Administration—Policies and Support								
1. School policies and procedures		2		25	27	13	42	10
2. Collaborative decision making		6		20	25	20	44	4
3. Educational resources within the system		2	11	8	14	24	44	23
4. Responsibility and responsiveness; respecting school policies				15	23	23	46	16
5. Regional support, involvement		5	3	19	33	18	33	6
6. Scheduling and assignments		12	4	21	25	9	40	5
E. Morale								
1. Staff morale		4		6	19	16	50	26
2. Student morale, motivation, incentive		3		15	8	21	61	10
3. Parent involvement		20		18	7	8	62	0
F. Other Suggestions								
1.								
2.								
3.								

Workshop Implementation

APPENDIX F

1976-1977

The following list constitutes the workshops as scheduled during the first project year. Many of them provided an opportunity for faculty members to share their expertise by assuming the role of "presenter" of the workshop. The list indicates the topic discussed, number of sessions, attendance, and whether the presenter was a faculty member of the Douglass High School.

Topic	Number of Sessions	Attendance (Faculty)	Status of Presenter
Tips for Creative Teaching	1	10	Faculty Member
Title IX—What's It All About	1	15	
Seeing What the Driver Sees	1	5	
Tips for Preparing an Attractive Classroom	1	7	Faculty Member
Games in the Classroom	1	4	Faculty Member
A Physically Fit Teacher Is a Good Teacher	1	6	Faculty Member
Transactional Analysis	4	28	
Teacher Effectiveness Training (T.E.T.)	4	21	
Glasser's Classroom Meetings	2	13	
Practical Experiences with Individualized Instruction	1	6	
Transportation Careers Month at Douglass	1	5	Faculty Member
The Pregnancy Program at Douglass	1	10	
Current Articles Review	1	11	Faculty Member
Survival Skills in Home Economics at Douglass	1	8	Faculty Members
Promoting Excellence at Douglass	1	27	Faculty Member
Leadership Styles	1	7	Faculty Member
Visuals in the Classroom	1	10	Faculty Member
Formulating a Grading Policy for Douglass	1	12	Faculty Member
The Numbers Concept for Music Instruction	1	13	Faculty Member
Film—"Up With Teachers"	1	17	
The PATHWAY Project	1	5	

QUEST Offerings

APPENDIX G

1977-1978

Midday Sessions

Experiences at the Chesapeake Bay Institute
Motivation Tips
The Metric System
Discipline Techniques According to Research
Principal's Press Conference
Overhead Projector Practicum
Classroom Management
Drug Abuse in the Public Schools

Art Instruction at Douglass
Constructive Discipline
The Energy Situation
Education in Kenya
Reading in the Content Areas
The Metric System
Coping with Our Smoking Problem
The Civil Service Commission

P.M. Sessions

Challenges for Excellence
Mainstreaming

Saturday Seminars

Verbal Interaction Category System
Working Effectively with Mainstreamed Pupils

Key

OSD—Office of Staff Development
D.H.S.—Douglass High School
BCPS—Baltimore City Public Schools

Presentors

Janet Smith, D.H.S.
Maxine Jones, D.H.S.
Dorothy Briscoe, D.H.S.
Patelle G. Harris, QUEST
Earl Hagan
Buddy Sinor, D.H.S.
Ruth Morrow, OSD-BCPS
Delano Washington, Baltimore City Health
Department
Hiram Ammons, D.H.S.
Joseph M. Jenkins, D.H.S.
Wardelle Richardson, D.H.S.
Paul Nyangani, D.H.S.
Carolyn Tyson, D.H.S.
Alex Wroblewski, D.H.S.
Patelle G. Harris, Discussion Coordinator
Hilda Ford, Baltimore Civil Service
Commission

Presentors

Dr. Rebecca Carroll, Central Staff
Pat Lesavoy, Regional Office
Inez Lattimore, Coppin State College

Consultants

Sister Julian Betts, Bowie State College
Inez Lattimore, Coppin State College

QUEST Offerings

APPENDIX H

1978-1979

Midday Sessions

Leadership Styles
The Implementation of Leadership/Learning Styles
The ABC's of DEC
Adolescence
Learning Stations for Secondary Schools
Moral Development
Parenting for Douglass High School Students
Teachers' Liability Under the Law
Student/Teacher Rights
Sharing Experience I
The Chesapeake Bay as a Classroom
School Security Problems
Depression and Suicide
Career Education
The World of Amateur Radio
ROTC Cadet Program at Largo H.S.
Issues and Answers
Leisure Reading for Teachers
Demonstration of the Mini-Moog
Sharing Session II

P.M. Sessions

Red Cross First Aid
CPR

Saturday Seminar

Reading in the Content Areas
Grouping and Learning Stations
Learning Station Practicum

Key

OSD—Office of Staff Development
D.H.S.—Douglass High School
BCPS—Baltimore City Public Schools

Presentors

Ruth Morrow, OSD
Gaye Brown, OSD
Thomas Maker, D.H.S.
Dr. Jeffrey Black, D.H.S.
Ruth Morrow, OSD
Gaye Brown, OSD
Susan Sinor and Mary Collins, D.H.S.
Patelle Harris, QUEST
Larry Coshnear, Legal Aid Bureau
Patelle Harris, Coordinator
Janet Smith, D.H.S.
Larry Burgan, BCPS
Dr. Jeffrey Black, D.H.S.
Miles Harrison, BCPS
Joseph M. Jenkins, D.H.S.
Col. William T. Reynolds
Earl L. Hagan, D.H.S.
Alma Gray, Former D.H.S. Librarian
Reppard Stone, D.H.S.
Patelle Harris, Coordinator

Priscilla Harris, BCPS
Susan Latimer, D.H.S.

Inez Lattimore, Coppin State College
Sister Julian Betts, Bowie State College
Sister Julian Betts, Bowie State College

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Circular No. 100
Series 1976-77
Page 5

BALTIMORE CITY PUBLIC SCHOOLS
OFFICE OF STAFF DEVELOPMENT
2330 SAINT PAUL STREET
BALTIMORE, MARYLAND 21218

REQUESTED USE OF STAFF DEVELOPMENT CONSULTANT/PROFESSIONAL SERVICES

Services Requested by Chief Administrative Officer or Unit Head: _____

Sponsor: _____ Date _____

Region, Division or Bureau _____ Phone _____

Use of Consultant Service:

Purpose: _____

Competencies to be acquired: _____

Date(s) of Service _____

Consultant or Consultant Firm Requested:

Name: _____ Phone _____

Address: _____

Institutional Affiliation (if any): _____

Qualifications: Attach to this form biographical (resume) and other information which indicate the qualifications of the consultant to perform the service requested.

Cost of Requested Service:

Fee Rate (Daily or Hourly): \$ _____ Day _____ Days _____
 per hour for _____ Hours-Fee _____
 Expenses _____
 Total Cost _____

Is this activity specifically funded, in whole or part, from a source other than local general budget funds?

Yes _____ No _____

If "Yes," indicate the part of the total cost coming from:

Local \$ _____ State \$ _____ Federal \$ _____ Private Grant _____

Budget Account Number _____

Approved by:

Chief Administrative Office or Unit Head _____

Director of Staff Development _____ Date _____

Assistant Superintendent of Educational Services _____ Date _____

Deputy Superintendent, Public Instruction _____ Date _____

Superintendent _____ Date _____

Does this request require Board of Estimates Approval?

Yes _____ No _____

Have you attached consultant's qualifications?

Yes _____ No _____

Anticipated Number of participants: _____

Job Titles of participants: _____

Attach a statement from the consultant that indicates what he proposes to accomplish.

This request is not approved for the following reasons:

401 76223 Rev. 5-74



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349-06-0710

ESEA**CLASS REQUISITION****A**For Supplies or
Equipment**BALTIMORE CITY PUBLIC SCHOOLS**

For Emergency or Supplemental Ordering

Do not order supplies and equipment on the same requisition

Prepare in quadruplicate. Send original and 2 copies to Special Projects Budget Office.

REQ. CLERK CHARGED TO

1	4
2	5
3	6

SCH. ORG. NO.	REQ. NO.	DATE	SIGNATURE OF PRINCIPAL OR SUPERVISOR	PHONE (AREA) NO.
	A-			

DELIVERY INSTRUCTIONS

FOR BUSINESS OFFICE USE ONLY

TO: SCH NO _____

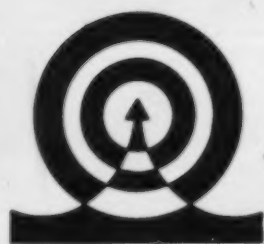
ADDRESS _____

ATTN _____ ROOM NO _____

YEAR	REVENUE FUND	PROGRAM	ACTIVITY	SUB ACT	OBJECT	SUB OBJ	SCH., WORK ORD., OR PROJ.	VERIFICATION DESK

ITEM NO	QUANT.	UNIT	UNIT PRICE	DESCRIPTION OF MATERIAL *STATE PURPOSE BELOW	DATE	APPROX EXT COST
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*PURPOSE OF MATERIAL		BUDGET # _____ LINE # _____	
APPROVED BY	DATE	IMPORTANT NOTICE	
SUPT., ASSO. SUPT., OR ASSO. SUPT.		Use item numbers where available	
DIRECTOR		Indicate in "Unit" column each doz., yd., gross, etc.	
		STATE CODE	
		LOG NO	
		FILE NO	
		OFFICE DATA	
		PA #	
		DE #	
		DP #	
		GS #	
		WO #	
		TV #	
		PS #	



NEWSLETTER

Project QUEST

Place Notes

Sister Julian Betts—Saturday Seminar Consultant

Teachers at Douglass expressed an interest in a practical measure for diagnosing students' needs and for skill practice in learning station development. Because of their interest, Sister Julian Betts, Director of Student Teaching at Bowie State College, was invited to be the consultant for a series of Saturday seminars.

During the first half of each seminar, Sister Betts introduced the "Cloze Method," a diagnostic grouping procedure which is an outgrowth of the Gestalt Method. The second half of the session was devoted to procedures involved in constructing Learning Centers.

QUEST was exceptionally pleased to have had participation in these seminars by staff members from St. Mary's and Our Lady of Hope high schools and from Garrison Junior High School. The general consensus of opinion was that these Saturday seminars provided *practical* instructions and suggestions some of which could be applied *immediately*.

QUEST Participant Gives Presentation in Atlanta

Among its objectives, Project QUEST seeks to support teachers' efforts and interest in professional

be familiar with Maryland geography.

Word has been received that after Janet's Atlanta presentation, spontaneous applause burst forth!—QUEST takes a bow, also!

Former "New Faces" Frequent The PLACE

The QUEST Resource Center, commonly called The PLACE, has become a site of professional growth and of relaxation for members who have recently joined the Douglass staff. Dr. Jeffrey Black has twice served as a presenter and Thomas Maher held a session to explain the Department for Exceptional Children. One may often find Paul Mills, Chris Gracey, and Susan Latimer taking a break by interacting with other PLACE visitors. Mid-day sessions and Saturday seminars have repeatedly attracted the presence of Loretta Kendell, Paul Yorkman, Chris Gracey, Paul Mills, Catherine Richardson, Garnell Richardson, and James McDonald, Assistant Principal.

Opportunities to rub shoulders with peers during current events and problem-solving discussions and favorable circumstances for on-site enrichment experiences have enabled these staff members to adjust more readily to their new environment.

ence of school security is a panacea. Mr. Burgan, however, maintained that solutions to security problems involve participation from the entire staff! Participants in the sessions at which he was the presenter were made aware of the origin of school security, its composition, and the means of its operation within a school.

The Security Division of the BCPS has two areas, Central Operations and Regional Operations. This Division was created in 1967 when schools ran out of resources to deal with their internal problems. It is designed to take care of those situations that traditional school resources are not equipped to handle.

Though security officers are not policemen, their function is basically that of law enforcement. According to the Board of School Commissioners, security officers are to avoid involvement in school disciplinary problems; instead, they are to try to involve school administration in the problem situations in order that they may be solved within the system rather than within the courts.

Mr. Burgan emphasized the point that *disciplinary problems become security problems*. Therefore, total staff effort must be directed toward problem *prevention*. Thus, being aware of who is in the building, controlling class cutting, knowing